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ABSTRACT
        This issue of communique contains a wide variety of
materials, information, and practices for counselors. The feature
articles focus on the selection of peer social models and on the
involvement of non-classroom personnel in the modification of
elementary student's behavior. The publication also presents
abstracts of materials on counseling, research reports and articles
of interest to counselors. (WS)

communique

December, 1972   resources for practicing counselors   Vol. 2, No. 3

IN THIS ISSUE

Peer Social
Modeling

Use of Non-Profes-
sional Support

How Faculty
Members View
Counselors

Selecting Peer Social Models

Looking for innovative ways of working with students in such areas as career planning, personal-social adjustment, educational counseling? Why not examine the potentials of "peer social modeling." In a recent study conducted at a suburban high school near Stanford University, Carl E. Thoresen, Jack A. Hamilton, and Bruce W. Bergland investigated the viability of carefully selected peer social models in one area—career planning.

The project focused on ways of assisting students in using and processing as well as in seeking career information. Students selected as models were taught to demonstrate ideal career exploration behaviors. Then they modeled such behaviors for other students via video tape (a live presentation would work equally well). This study suggests that: (a) peer social modeling techniques may be an effective means of promoting career information-seeking and processing behaviors, and (b) the effect of structured written materials is significantly enhanced by using social modeling procedures.

Because of the significant findings of this study, **Communique** presents this program along with the authors'

questionnaire to provide you with a model should you decide to try a similar approach.

Theory for Selecting Peer Social Models

The authors suggest that the characteristics of a model influence the degree to which behavior is acquired by observers. They present evidence to support the notion that there is a positive relationship between the power and ability of social agents to reward and their effectiveness as models. In essence, social models perceived as prestigious, competent, and high in status result in increased observational learning. Therefore, a major consideration in selecting students to perform as social models is that they represent that segment of the school population which holds high status. In order to identify those students in a school setting who are highly regarded by their peers, the authors developed a questionnaire to assist the counselor in selecting social models. The purpose of administering the questionnaire is to obtain information on relevant characteristics of academic, athletic, and social models as perceived by students in the population in which the counselor will be conducting his social modeling program.

Technique

Counselors administer the questionnaire to the student population selected. On the questionnaire included (figure 1) readers will note that students are asked to read three sets of vignettes. Each set of vignettes describes a group of boys who differ on one particular variable, e.g., academic success. The students are then asked to choose, for each set of vignettes, the boy to whom they would pay the most attention. (A similar questionnaire for girls is not yet available.)

On the last page of the questionnaire (figure 2) the students are asked to indicate preferred levels of specific, personal characteristics in models.

After administering the questionnaire, counselors should develop a profile and ask for volunteers to act as social models. The selection of the social models should be based on how closely the volunteers match the summary profile of the preferred characteristics for any given student population. Thus the counselor can train and then present to a group the kind of model that will be more likely to be influential.

(For more information on the actual career exploration activities or the presentation of models for career exploration, see the **Vocational Guidance Quarterly**, Vol. 20, Nos. 3 and 4. **Communique**, however, feels this approach should not be limited to career exploration.)

This questionnaire was used to identify students to model vocational exploration behaviors, but clearly counselors could develop other such questionnaires to select models for other behaviors. If you use social modeling techniques, this approach to the selection of models should increase their effectiveness.

FIGURE 1

Student Questionnaire

If you were watching a group of students your age present a panel discussion on some topic, what are the characteristics of a student which would make you want to pay particular attention to him?

1.

Below you will see three paragraphs giving general descriptions of three different students who might serve on the panel. Place a check in the box next to the paragraph which best describes the person to whom you would pay the most attention.

☐ **Ken** does pretty well in most sports he plays but isn't what you would call a star athlete. He turned out for football again this fall and if he continues to improve he has a good chance to letter next year. His coaches feel that Ken is a good average athlete who turns out because he enjoys sports. In thinking about the future, Ken would like to attend a college that has an active intramural program or if he decides to find a job instead, he would like to play on one of the town teams in the recreational league.

☐ **Ron** doesn't turn out for any of the school teams. He does, however, attend some of the high school's athletic events but is more interested in other activities. Ron's athletic ability is probably below average but he does enjoy some sports.

☐ **Tom** is a good athlete. He participates in most of the school's organized sports and has lettered in one. He will probably gain a second letter before he graduates. He has always liked sports and considers them one of the main reasons for his liking high school. In thinking about the future, Tom would like to do well enough in sports to earn a scholarship at some college.

2.

Below you will see three more paragraphs giving general descriptions of three different students who might serve on the panel. Place a check in the box next to the paragraph which best describes the person to whom you would pay the most attention.

☐ **Jeff** has always done quite well in school. He has studied hard and has usually been on the honor roll during the three years he has been in high school. Jeff has taken mostly college prep courses such as math, science, and foreign languages. He realizes he must have a good education to be successful in any career.

☐ **Frank** is a junior taking sophomore English for the second time. He never seems to have time for his school work. Besides, he never really understands what the teacher wants him to do. He has always had difficulty with school work and so has devoted his time to other activities. In thinking about the future, Frank wants to go into some type of work that does not require a lot of book work.

☐ **Don** does pretty well in most of his high school subjects but isn't what you would call a "brain." He has maintained about a 2.5 grade point average for his three years in high school. Though he hasn't taken a complete college prep load each semester, he will have enough solids completed to satisfy the requirements for a lot of colleges should he desire to continue his education. Don participates in class discussions when called upon and usually completes the homework assignments.

3.

Below you will see three final paragraphs giving general descriptions of three different students who might serve on the panel. Place a check in the box next to the paragraph which best describes the person to whom you would pay the most attention.

☐ **John** likes the social life in high school. He participates in quite a few activities and seldom misses a school dance. He likes to date a lot and runs around with a group that often shows up at school functions together.

☐ **Bob** doesn't participate much in school activities, and neither do his friends. Since entering high school three years ago, he hasn't attended three school dances—probably because he doesn't date very often. Other things are apparently more important to Bob than school social life.

☐ **Bill** enjoys quite a bit of the social life in high school but doesn't get too excited about it. In fact you might say he can take it or leave it. Since entering high school three years ago, Bill has attended about half of the school functions. He dates occasionally and usually runs around with two or three guys who enjoy doing the same types of things during and after school.

Having chosen three individuals, turn to the form dealing with preferred characteristics and indicate which specific characteristics you would most like to see in each one.

FIGURE 2

Preferred Characteristics of Each Student You Selected

(name) (name) (name)

A. Wearing of Clothes
☐ ☐ ☐ Very well-dressed; especially neat.
☐ ☐ ☐ Moderately well-dressed; informal.
☐ ☐ ☐ Very casual; quite informal.

B. Style of Clothes
☐ ☐ ☐ Clothes that could be called "mod" or "hip".
☐ ☐ ☐ Ivy-League Style (button down collar, etc.)
☐ ☐ ☐ Sport shirt and slacks.
☐ ☐ ☐ Sweatshirt, jeans and tennies.

C. Physical Build
☐ ☐ ☐ Thin, not very muscular.
☐ ☐ ☐ Average build.
☐ ☐ ☐ Very muscular.

(name) (name) (name)

D. Style of hair
☐ ☐ ☐ Very short hair.
☐ ☐ ☐ Medium length hair.
☐ ☐ ☐ Long hair.

E. Amount of talking
☐ ☐ ☐ Talks a lot; dominates conversations.
☐ ☐ ☐ Makes fairly frequent statements.
☐ ☐ ☐ Quiet; says little.

F. Style of talking
☐ ☐ ☐ Frequently uses "hip" or "in" phrases.
☐ ☐ ☐ Uses primarily "straight" language.
☐ ☐ ☐ Frequently uses "intellectual" words.

G. Using gestures
☐ ☐ ☐ Uses many gestures when talking.
☐ ☐ ☐ Occasionally uses gestures when talking.
☐ ☐ ☐ Speaks with few if any gestures.

Special characteristics not mentioned so far that are important to me.

1. _____ : _____
   (name)

2. _____ : _____
   (name)

3. _____ : _____
   (name)

Involving Non-Classroom Personnel In Modifying Elementary Students' Behaviors

by K. N. Roylance

With a growing pupil-teacher ratio, there are mounting demands upon the teacher and less time for her to give special attention to children with problems. Consequently, a greater number of children are referred to Special Student Services and an even heavier strain is placed on the teacher when she participates in a child's treatment program.

Recognizing these teacher stresses, the author participated in a variety of behavior modification plans utilizing personnel within the school but essentially outside the classroom. These approaches were not a part of a special project or study and transpired only in the normal course of duty.

The first non-classroom person involved was the librarian. Her main responsibilities were to supervise a daily library job for Pam, a severly withdrawn 11-year-old.

After a long period of absenteeism, Pam's withdrawal at school had reached phobic proportions. Following a psychiatrist's recommendation of a month at home—which may have reinforced her aversion to school—the prognosis hadn't improved. Finally, Pam tried 15 minutes of attendance in an Educationally Handicapped class. Gradually the intervals became hour intervals, then half days, full days, and occasional weeks. Though Pam was beginning to come back to school her attendance was spotty.

Pam still couldn't talk freely and associate with other children; however, academically, she was an above-average student. She especially liked to read. "If Pam could eventually learn to check library books in and out," one teacher suggested, "she might progressively forget herself, begin talking and unwittingly overcome her fears."

The librarian was consulted and, as a result of her cooperation in making work available to Pam, a plan of action was determined. Fearing that Pam would over-react if asked ahead of time to accept the library task, it was decided to "spring" the job upon her.

The next morning, while in the library, Pam was introduced to the librarian and told that the librarian needed her help. Immediately after the introduction, the librarian took her to the work area and explained what needed to be done, allowing her practically no time to contemplate old fears. Continued direction and positive social reinforcement were generously given: the library staff was quick to recognize Pam for her willingness to work; later her neatness was complimented.

Pam worked an allotted fifteen minutes without any difficulty. A work schedule was provided and thus began in Pam's life a rewarding relationship with people—a relationship she had never before known. She returned regularly and soon was working thirty minute periods—which she earned with ten consecutive fifteen minute working periods. By the fourth week she was checking out books and conversing with children. Her attendance improved 65% over a five month period. Although she didn't return to the regular class fulltime, she found some friends and became more involved in general school activities.

With minimal guidance from the author the librarian provided (1) regular tasks that were understandable and important to Pam as well as beneficial to the school; (2) recognition and acceptance; and (3) a schedule that helped Pam know exactly what was expected of her.

A second non-classroom participant was the custodian and involved Jim, a culturally deprived 10-year-old. The child, often defiant, had poor work habits and never completed academic tasks. He would resort to loud and profane name-calling in the classroom as often as six times a morning. Much of this behavior was reinforced by attention he received from startled peers and a frustrated teacher.

Having determined his achievement levels and the number of assignments he could complete, a meaningful reward was needed. The teacher had observed Jim talking frequently to the custodian, an older man who exemplified a warm father image. From information that he gave, it was obvious that Jim had a strong need for male adult approval and was seeking it from the custodian.

A contingency was then adopted which entailed a fifteen minute period of helping the custodian to set up lunch tables every morning at 11:15—provided he did all his initial assignments and had a perfect no-name-calling record for the previous day. After five consecutive work periods he would be eligible to increase his time to thirty minutes at the rate of a minute for every earned work period. Bonus minutes would be given for extra work done in class.

In conference with the teacher, custodian, and myself, Jim heard the plan explained and enthusiastically endorsed it. The following day he met the contingencies and on the second day worked with the custodian and enjoyed it immensely. He took great pride in being a good custodian helper. The custodian gave him not only verbal approval but occasional after-lunch sweets for jobs well done.

Jim's new-found self-esteem and pride in completed tasks in the lunch room began to reflect in his increased number of completed reading assignments and greater overall interest in school work. Name-calling was reduced to one the first week and none the second week. He began to perceive his environment as supportive and became more appropriately responsive.

While these are only two examples involving non-classroom personnel, other persons such as the nurse, secretary, and assistant principal can be helpful in implementing reinforcement contingencies for modifying behavior. Although these people are busy, the amount of time spent with a child is not as important as the quality of that interaction or relationship—the attainment of intrinsic satisfactions. If a non-classroom person, within constructive limits, simply helps a child experience some kind of success, the child may reap a new positive attitude about himself and his environment.

Foster Grandparents in the Schools

In thinking about paraprofessionals, people often conjure up mental pictures of teacher-like ladies doing teacher-like jobs for considerably less than teacher-like salaries. There are, however, some paraprofessionals who don't fit into this mold. They are known as Foster Grandparents (FG).

Foster Grandparents are generally women over 70. The FG program, now operable in all 50 states and the District of Columbia and Puerto Rice, employs about 6,200 older persons at the legal minimum wage of $1.60 an hour. Its primary purpose is to provide supplemental income for elderly persons; a secondary purpose is to provide children with a warm dependable adult figure. FG operates in hospitals, residental settings, and schools.

In Warner Elementary School, Nashville, Tenn. 16 Foster Grandparents are involved in the daily lives of 64 children, mostly disadvantaged. Each Foster Grandparent is assigned four youngsters early in the school year. They meet separately with each child for an hour each school day, in a special room assigned to them. The children have parental permission for this released time, and are recommended for the program by teachers who experience difficulties with them.

The Grandparents, who have had a physical examination and a 2-week training course prior to their placement, work with their charges in any number of ways; they may help in reading or arithmetic areas, take walks with them, eat with them in the cafeteria, read, play, talk, or just listen to them. The primary objective for the grandparent is to establish a strong, mutually beneficial relationship with a child who desperately needs such an adult figure in his life. Teachers feel the program has been very helpful to the youngsters. "These people have done a tremendous job. I hope the program never ends."

While the program is federally-subsidized and designed to aid specific population groups within a community, it could be adapted by a school or district on a voluntary basis, or on a paid basis as an adjunct to the regular school program. Clearly, it it just as meaningful a program for the elderly in a community as for the children.

Additional information on the federal Foster Grandparents Program may be obtained by writing to one of the following:

1. Foster Grandparent Program
   ACTION
   Washington, DC 20525
   (or call toll free: 800/424-8580).

2. The State agency on aging in your State.

3. The ACTION Regional Office for your region.
   Regional offices are located in Boston; New York; Philadelphia; Atlanta; Chicago; Dallas; Kansas City, Mo.; Denver; San Francisco; and Seattle.

Some of the Best from ERIC

Youth Tutoring Youth:
A Peer Program for
Junior High Schools

Youth Tutoring Youth is a cross-age tutoring program which emphasizes both academic and interpersonal elements. A training manual and three booklets for the tutor are included. (A supervisor's manual was processed into the ERIC system earlier under number ED 034 247). The program is geared toward the development of positive self concepts by both tutor and tutee. Many of the training materials focus on the "self." The trainer's manual presents detailed plans for the first few weeks of a tutor-training program, while the tutor booklets are filled with tips, suggested activities, etc. which are intended to facilitate successful tutor-tutee relationships.

ED 063 543   MF $0.65   HC $13.16

Human-Persons and the Use
of Psychoactive Agents:
A Drug Education Curriculum
for Modern Youth

Two manuals, students' and teacher's, present information to stimulate both dialog and problem-solving activity on drugs and drug education in the classroom. Focusing on human interaction, the five units include an introduction and sections about people, drugs, effects and consequences of drug abuse, and selecting ways of meeting daily situations. Making use of RAP sheets to provide information needed to initiate discussion, the program is founded on five assumptions: (1) that behavior is caused; (2) that these causes can be discovered and understood; (3) that understanding the causes of drug abuse and gaining insight into the consequences of such behavior upon others and oneself will help the individual select those behaviors of greatest benefit to himself and others; (4) that a search for understanding the dynamics of human behavior should benefit a large segment of the school population, and (5) that the by-products of such a program will be beneficial and create more fully functioning, autonomous individuals.

ED 061 522   MF $0.65   HC $13.16

Drugs, Alcohol, Tobacco,
and Human Behavior:
Teacher Manual and Student Book
for Junior High Schools

A casual approach to human behavior (in this case, substance usage) has been adopted. This framework views each individual as having personality tasks such as achieving self-respect or emotional security, or dealing with sex feelings that must be worked out. If a person meets barriers while trying to work them out, he may attempt to remove them in temporary and ineffective ways, one of which may be the use of drugs, alcohol, and/or tobacco.

Behaviorally specific objectives are defined throughout. In general, the program objectives are: 1) to teach what drugs exist; 2) to teach their effects on the human organism; and 3) to show how they fit in with alternative ways of meeting personality tasks. For the teacher, an abundance of references, materials, and learning activities are suggested.

ED 061 536   MF $0.65   HC $16.45

The Conversion of
a Public Elementary School to
a Reinforcement-Oriented
Environment With 9 Hours of
In-Service Training

Authors Paul Brown and Robert Presbie were asked to provide in-service training for teachers in an elementary school on an experimental basis. This was the first time the district had offered such training. Twenty-two of the twenty-seven teachers at the 800-pupil elementary school in Spring Valley, New York were enrolled in an in-service training course entitled "Behavior Modification Procedures for the Elementary School Teacher." Among the student behaviors chosen by the teachers to modify were: hitting; leaving the seat; following instructions; starting and completing class assignments; completing homework; talking spontaneously; accuracy in arithmetic; thumbsucking; group talkout; spelling accuracy; reading speed and comprehension; and coping with wearing glasses. By the third training session, most teachers had successfully changed a behavior in the desired direction. Following nine hours of training in behaviorial psychology, the entire faculty of the elementary school were applying operant techniques on their own. This document provides a detailed description of the training program.

ED 064 635   MF $0.65   HC $3.29

Interface on Learning:
Developing Behavioral Objectives

This booklet was developed in response to the Ohio Education Association's concern about developing behavioral objectives. It characterizes well-formulated behaviorial objectives as: (1) stated in precise language that clearly defines the behavior; (2) establishing a performance or behavior expectancy level; (3) describing the conditions under which the behavior is to be observed, tested, or judged; and (4) containing performance standards that can be applied in determining whether the student can act, perform, or behave at an established level of proficiency. Also included are articles comprising sections on (1) Behaviorial Objectives: A Close Look; (2) The Instructional Objectives Exchange: New Support for Criterion-Referenced Instruction; (3) The Behaviorally-Oriented School; (4) A Place for Behavioral Objectives in American Education; (5) Potential Uses of Instructional Objectives Exchange; (6) Probing the Validity of Arguments Against Behaviorial Goals; and (7) Operational Objectives and In-Service Education.

ED 060 478   MF $0.65   HC $3.29

Helping Parents Help Children:
A Positive Reinforcement Program
for Learning Good Behavior

This program organizes and focuses "peer group attention" upon a "focus person." This person has volunteered and has set personal goals which he hopes to turn into real action with the help of the peer group. Peer group reinforcement helps transform his goals into habits. The program can be introduced generally, for class improvement, or specifically, to deal with a class or individual problem. In utilizing this program in the classroom, as a counseling tool, or in family situations, the authors suggest the following procedures: (1) the process should begin by gaining cooperation of the students; (2) the teacher or counselor should describe how the program can help one person at a time; and (3) volunteers for participation should then be selected. Specific operational details and procedures based on the above steps are described in the document.

ED 063 554   MF $0.65   HC $3.29

VIBRATIONS

IACS Formed to Certify Agencies

Millions annually seek the counseling services provided by educational institutions, placement agencies, manpower development programs, rehabilitation centers, adoption agencies, family services, and a myriad of other public and private agencies that solve educational, vocational, or personal problems.

The proliferation of counseling agencies in a variety of settings implies that there is increased demand for professional assistance. However, the diversity and multiplicity of services makes the quality of professional practices vital to the public interest. Consumer education about the counseling profession and its many services must be stepped up, explained Daniel Sinick, President, American Board on Counseling Services.

Evaluation and accreditation of qualified counseling services and agencies, formerly the purpose of the American Board on Counseling Services, is now a function of the new International Association of Counseling Services. "The American Board will act in a 'caretaker' capacity until the election this fall of IACS' first board of directors and the appointment of three national accrediting boards," Sinick announced.

IACS will begin its accrediting operations under the direction of three national accrediting boards, each representing a separate and major counseling setting within the membership of the association. University and college counseling centers will be evaluated by a board selected from these services across the country. A second national board will be composed of representatives of the community college counseling setting. The third board will be made up of members from public and private agencies throughout the United States and Canada.

IACS membership applications will be accepted from professionally competent counseling services and agencies in the United States and Canada. Address inquiries to: Ilsa Whittemore, Administrative Director, International Association of Counseling Services, 1607 New Hampshire Avenue N.W., Washington, DC 20009.

Ohio Establishes "Accountability Model"

Ohio's general assembly has ordered the establishment of an "accountability model" for the state, and the Ohio Department of Education has launched a search for consensus "to establish state-wide goals for education." The process will involve county citizens' assemblies, regional citizens' councils, and panels of experts. Following a state-wide goals conference, separate advocacy teams will construct three different accountability models. One of these will be selected for refinement and field testing during this academic year. The final model will be implemented in June, 1973. Since this accountability model will include an evaluation of school counselor role and function, the Ohio model is particularly relevant for helping professionals and may, some education observers suggest, be worthy of national replication either at the state or local level. For further information about this model contact Daniel Stufflebeam, Director of Ohio State University's Evaluation Center.

Students Solve Student Problems

Down with the establishment! Power to the people! Student power now! A few years ago these were typical cries of high school and college students which often led to disruptive demonstrations or moods of discontent. To avoid this kind of student feeling, administrators and students in five Prince William County high schools in Virginia recently formed school and county discussion groups to solve school-related problems.

Student representatives, usually those students holding school offices, were appointed by principals. These members were then asked to invite students who they felt were disenchanted with school to join the group and present their gripes.

Monthly meetings alert administrators to student needs, while students themselves identify the importance of their role in producing, upholding, and influencing behavioral standards.

Concrete changes to date include the installation of jukeboxes in cafeterias, school board-approved overnight trips, termination of hall passes, nine new policies on participation of pregnant students in school activities, and an increased variety in curriculum offerings.

Higher Education Bill Sets Guidelines for College Personnel Workers

Top education officials in Washington, as well as their counterparts in schools and colleges throughout the nation, spent much of the summer trying to sort out the contents of the massive education bill signed into law by President Nixon last June.

Known colloquially as "the higher education bill," but officially titled Education Amendments of 1972, many of the programs developed under this bill bear directly on the role and responsibilities of counselors and college student personnel administrators. The major innovations affecting counselor practices provided by the act include a program in which every college student in good standing becomes eligible for a basic grant each year from the commissioner of education. The amount to be determined will be based on family income and the costs of education. Minimum grants for eligible students are projected at $200 a year if the program is fully funded at $892 million. Colleges and universities will share a billion-dollar institutional package, with grants to individual schools determined by the number of students who hold basic grants from the commissioner, the dollar volume of conventional student aid, and the number of graduate students at each institution.

Sex discrimination is banned for admissions to all graduate and undergraduate programs in public coed colleges. Those in the process of adopting coeducation are permitted a transition period before compliance with the new law.

States are encouraged to upgrade the status of occupational education through a new "community colleges and occupational education" provision placing heavy emphasis on expansion of vocational/technical course offerings in 2-year colleges. The law also elevates the status of occupational education within the organizational structure of the Office of Education.

Finally, the act sets up a New Student Loan Marketing Association ("Sallie Mae") to encourage banks to provide more loans for college students. It also includes an Indian Education Act, an Ethnic Heritage Program, and extensions and revisions of other programs.

Those portions of the Higher Education Bill which hold specific relevance for members of the helping profession are related to financial aids programs, admissions practices, and vocational/technical program activities.

New York Introduces Handbook On Student Rights, Responsibilities

Guidelines for Students' Rights and Responsibilities is a new 46-page handbook produced by the State Education Department of New York to help high school students, parents, and educators. Major topics include: student involvement in curriculum planning, school board decisions, and voting; student

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government; student inquiry and expression, including speech, access to communications resources, distribution of literature, speakers and programs, symbolic speech (buttons, armbands, etc.), and patriotic ceremonies; student press, including the underground press; extracurricular activities and clubs, including registration of student groups, use of school facilities, advisors, and exclusion from extracurricular activities, personal appearance; counseling on the draft, marriage, pregnancy, parenthood, drugs, and other personal problems; confidentiality of communication; the student record file; discipline, including a note on smoking; suspension and expulsion; search by school personnel; police in the schools; grievance and appeals, including the grievance committee, an alternative procedure, the ombudsman, and appeals to the commissioner.

Address requests to: University of the State of New York, State Education Department, Albany.

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Minority Women Show Job Gains

Recent efforts to improve the social and economic status of workers of minority races have led to better jobs and higher earnings f·· many minority women.

··· ₁₉₆₀ and 1971, according to the ₃₋partment of Labor Employment Standards Administration Womens' Bureau, the proportion of minority women workers employed in professional and technical jobs rose from 6% to 11%. The proportion of minority women in clerical jobs rose from 9% to 22%.

Over the same 11-year period, the proportion of minority women in private household work decreased from 35% to 17%. The median wage or salary income of women of minority races employed full time year round rose from $2,372 in 1960 to $4,674 in 1970.

The Department of Labor, however, reported that despite these advances, substantial differences persist between the employment patterns of minority women and those of other groups.

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B'nai B'rith Publishes
Guidance Information Booklet

The B'nai B'rith Career and Counseling Services is now offering a quarterly annotated bibliography of current literature on educational and vocational guidance. Nearly 250 books, pamphlets and periodicals are reviewed in each issue. A "special supplement"—an article on speech by BBCCS staff or other counselors in the field—is included in each issue. A one-year subscription costs $7.00. For a complimentary copy, write to:

Dr. S. Norman Feingold
Editor, Career Department 100
B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, DC 20036

Counselors are "the enemy"; they are "crybabies" who rely on student opinion to evaluate their role and function; they are spouters of psychological jargon, "amateur shrinks," who "mollycoddle" wrongdoers or nondoers. Student personnel programs are expendable frills which siphon dollars out of instructional budgets.

These were some of the comments made by faculty members at 16 community colleges in California. Faculty members from every major department of each college received questionnaires on the value of counseling at their institution. A total of 229 returned the survey.

The following is a summary of faculty feelings on those items which 40% or more answered:

1. Faculty members feel that vocational counseling should concentrate on helping students comprehend their aptitudes, interests, and traits, and should not attempt to have the student make a realistic vocational decision within a two-year period.
2. The topic of personal counseling elicited the second largest number of responses. The general feeling was that counselors should not become overly involved with personal counseling. Faculty members stressed that most counselors do not have sufficient training and academic background to provide personal counseling, and any attempt to do so might be a tremendous disservice to students. However, 49 percent of the faculty did support the concept of counselors dealing with students' personal problems brought to them voluntarily.
3. The topic of educational counseling and advising elicited the greatest number of comments. A large segment supported faculty advising in place of counselor advising because of perceived "counselor biases" and counselor ignorance in certain fields. Parallel to this, faculty viewed freshman orientation programs as an opportunity to focus on educational and vocational alternatives.
4. A large segment of the faculty felt strongly that counselors should also have a part-time teaching load to put them in closer touch with faculty and students.

Community and Junior College Journal, 43(1), p.24-25●

Comment: Should counseling staffs meet faculty role expectations for them, modify those roles, or change them? If counselors retreat to the semi-isolation of their counseling cubicles and fail to face this issue, they may endanger the effectiveness of counseling and guidance at the community college level.

HOW FACULTY MEMBERS VIEW COUNSELORS
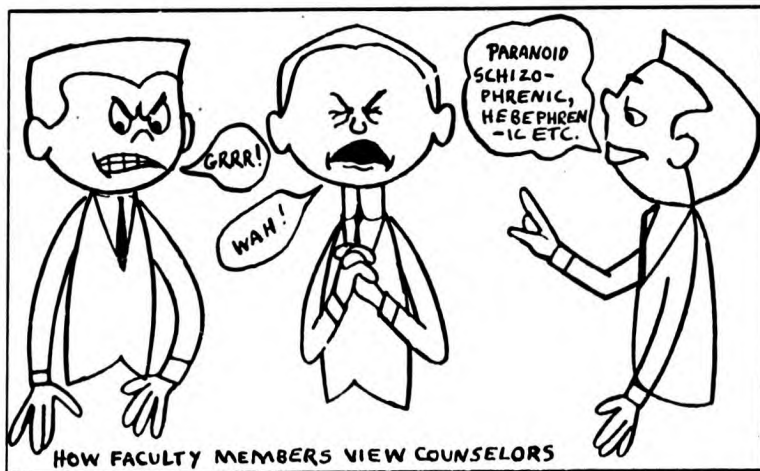
Does "homework in the crib" increase long-range educational attainment? According to a team report by a pediatrician and a psychiatrist, the answer is "no." The doctors indicate that babies acquire sensory-motor coordination without being "taught" to do so. While a good toy may be a helpful catalyst in the parent-child relationship, it is really the stimulation a baby receives within a stable environment that enables him to make the most of his early experiences.

McCall's Magazine, June 1972, p. 55●

How soon will your students' chosen occupations become obsolete? According to the 1972-73 Occupational Outlook Handbook, job prospects in the decade ahead are dim for merchant marine seamen, station agents, performers, watch and shoe repairmen, and barbers, to mention a few. The outlook is good for health personnel, reporters and announcers, bank personnel, mechanics, stewardesses and truck drivers.

Occupational Outlook Handbook, 1972-3, Department of Labor, Washington, D.C.●

Should we encourage dropouts to drop back in? According to a study recently conducted by the Survey Research Center at the University of Michigan, we shouldn't! Dropouts encounter whatever problems they have prior to leaving school, not as a result of leaving. While they do tend to experience higher unemployment rates than "stay-ins" (possibly due to ability and background factors rather than lack of a diploma), those who have jobs earn somewhat more than high school graduates, even taking into account the fact that they have been on the job longer. They tend to be more satisfied with their jobs than are employed high school graduates, and often gain in self-esteem once they have dropped out.

The dropout leaves because he has learning and behavior problems—he doesn't like school and doesn't want to be there. Persuading him to stay— or return—is not going to help.

Parade Magazine, June 11, 1972, p. 23●

Comment: Let's expend our efforts early in the game when our chances of scoring are best.

A random sample of 5,000 students in the UCLA extension program found 706 above the age of 50, with 11 over the age of 70. Thirty seven percent of UCLA graduate students are over 30, while 41.5 percent of undergraduates are past 21. Reports by faculty indicate that the "oldsters" show the greatest classroom enthusiasm, being more concerned with actual learning than with receiving good grades.

Parade Magazine, June 4, 1972 ●

RESEARCH FROM
THE FIELD
(FUNDED AND PRIVATE PROJECTS)

Researchers at Purdue University maintain that delinquency can be predicted. The purpose of their study was to determine the reliability with which youngsters' contacts with law enforcement agencies could be predicted over an eight year period, to discover the significant predictors, and to develop a practical system for early prediction of delinquency and early identification of its causes. Researchers found that persistent aggressive or disruptive classroom behavior clearly heralds the onset of delinquent behavior. Measured IQ was also found to be a predictor of delinquency, delinquents being significantly lower in intelligence than other youngsters.

ED 063 559 MF $0.65 HC $3.29●

Comment: This is just one of many research studies which link low intelligence, disruptive school behavior, and delinquency. Communique is in sympathy with those who criticize IQ tests as biased; however, a counselor doesn't need test results to recognize the student who is not intellectually prepared for the demands made upon him by the school. When such students become disruptive in the classroom, expulsion is frequently the treatment used by the school. There must be something more appropriate to the needs of both the youngster and society. This study points to the need for schools which provide success experiences for all students.

Does testing students stimulate out-of-class preparation? Not according to a recent study of undergraduates at Temple University.

Researchers examined the relationship between trait anxiety, test anxiety, quality of preparation for the test, and performance on the test and drew the following conclusions: (1) anxiety about the examination was positively related to out-of-class preparation; (2) quantity of study had a near zero relationship with performance on the examination; and (3) there was a negative relationship between stated anxiety during the test preparation period and actual performance on the test. The authors conclude, with qualifications, that examinations geared toward stimulating out-of-class preparation could be omitted.

ED 061 549 MC $0.65 HC $3.29●

Comment: The student who knows the material would, of course, be more confident and feel less anxiety before tests. Counselors working with clients to help them improve their academic standing have traditionally stressed more efficient and effective study methods. Apparently, counselors must also help the client know when he knows what he knows.

Does busing improve relationships between black and white people? A study of white tenth graders in eight tokenly desegregated suburban high schools near Boston attempted to answer this question. A number of hypotheses were tested which examined aspects of the relationship between racial attitudes and three sets of independent variables: (1) the ascribed roles and statuses which white students bring with them into the school setting; (2) the statuses they achieve within that context; and (3) the totality of their inter-racial experiences. The single major dependent variable was the students' attitudes toward a busing program which transported black students to their schools. Results show that: (1) white students who experienced equal status contact with blacks prior to the busing program and those who assoc-

iated with the bused students in school activities were more likely to have positive feelings about the busing program; and (2) contact with bused students in the classroom was not related to tolerant attitudes. The evidence supports the contention that the negative effects of status factors are stronger than the positive effects of cross-racial association.

ED 061 534   MF $0.65   HC $3.29●

Comment: Counselors seeking to improve race relations cannot ignore the implications of this study—an individual's estimate of his own importance must be raised if he is to profit from increased contact with those of other races.

How important is the high school diploma? Not very important, say researchers at Pennsylvania State University who studied groups of high school drop-outs. Drop-outs were not so much limited by the lack of a diploma as by the general lack of employment opportunities available to youngsters of their background. When drop-outs were provided with diplomas, employment opportunities were not increased. The recommendation was made that additional training be conducted only when each drop-out can be guaranteed a satisfactory job placement, and that future programs focus on improving job skills without the rhetoric of rehabilitation.

ED 064 664   MC $0.65   HC $6.58●

Comment: Counselors working with potential drop-outs should not try to convince them of the general benefits of "education for education's sake" but to help them prepare for specific kinds of jobs.

When women succeed in a masculine task, they are awarded more credit for success than their male colleagues—but like all acknowledged second bests, they are evaluated as successful because they tried harder, not because they were equally competent. Male and female subjects read descriptions of either a male or a female "stimulus person" performing well in an emergency situation which had been previously shown to be more masculine than feminine. Subjects then allocated rewards and evaluated the performance, effort, and ability of the stimulus person. With equity theory as a base, it was assumed that being a woman in a masculine situation would be perceived as a non-

voluntary constraint. Thus it was predicted that the female would be rated as more deserving of reward than the male for an equivalent performance. It was further predicted, from both an equity theory and an attribution theory standpoint, that performance would be correspondingly inflated to balance the increased deservingness of reward, and that effort, an unstable internal attribute, would be used in preference to ability, a stable internal attribute, in explaining the performance. Both predictions were confirmed.

ED 065 824   MF $0.65   HC $3.29●

Comment: If you admire the accomplishments of your female clients more just because they are female, you may be exhibiting a very subtle bias.

What factors cause student activism on college campuses? In an effort to respond to this question, a recent study examined the relationship between the environments of two junior colleges and the amount and nature of student activism which occurred on these two campuses during the period fall, 1969, to spring, 1970. Selection of colleges was made with the assistance of six junior college educators. Pensacola Junior College was chosen as the "high activism" college and Lake-Sumter Junior College was chosen as the "low activism" college. Following the selection, a case study of activism was completed for each of the two junior colleges. Data was gathered through administration of a revised version of the College and University Environmental Scales, Form X-1. The study showed that a college environment which is sympathetic and supportive of students allows a congenial, friendly atmosphere among students, faculty, and staff. An environment which gives students an opportunity to participate in decision making and evaluation of instruction is also less likely to experience student activism than a college that does not have these characteristics.

Dissertation Abstracts International, 32(11) p. 6159-A●

Comment: Although there are many factors associated with levels of student activism, e.g. academic and socio-economic levels of students or

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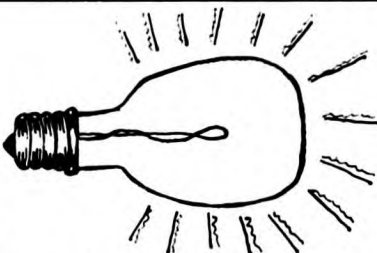
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personality characteristics of faculty and administration, it is apparent that the overall campus environment affects the degree of campus activism. If we are to assume that colleges, in part, have the responsibility of preparing students to enter the mainstream of our society as productive individuals, then why not provide them with the kinds of interpersonal relationships and out-of-class responsibilities that will enhance their development?

Capable high school girls are often led astray by counselors when it comes to college selection. A recent dissertation examined this problem of incongruent college choices by competent high school girls. Two groups of seniors from a high school for gifted girls were matched on intelligence, achievement, and aptitude. Data from these two groups was obtained from a written questionnaire designed to elicit information on the factors associated with congruent college choice. It contained questions on family status; interest in and support of the daughter's education; and possible effects of other significant adults, school personnel or peers on college choice. The author found two variables which lead to incongruency: 1) Public high schools are generally apathetic in college advisement practices and 2) Schools tend to be more responsive to girls' career aspirations when they know that parents support their children in being selective in college choice. These findings support the theory that school passivity is directly related to inappropriate college choices.

Dissertation Abstracts International, 32(10), p5543A●

Comment: Public school counselors have fallen short in helping college bound students, particularly girls, select colleges which maximize both their interests and abilities. Counselors would do well to ask what students want rather than waiting for parental pressure to activate them to perform their duties.

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